

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis of research data gained, it can be conclude that:

1. The implementation of Conceptual Change Text as teaching materials could improve the students' understanding it can be proved by the acceptance of H_1 and the results of significant is 0.001 which means that there is a significant effect of learning using Conceptual Change Text toward students' understanding. The improvement of students' understanding also supported by the results of N-Gain in experiment group is 0.71 which is categorized as high improvement and N-gain of control group is 0.39 which is categorized as medium improvement.
2. From the scoring results of argumentation rubrics, the implementation of Conceptual Change Text as teaching materials could improve the students' argumentation skill it can be proved by the acceptance of H_1 and the results of significant is 0.000 which means that there is a significant effect on students' argumentation skill which learn using Conceptual Change Text. The improvement of students' argumentation skill also supported by the results of N-Gain in each aspect of argumentation on experiment group is higher than control group. It is found that at the end of argumentation test, students in experiment group got the higher score of N-Gain in backing aspect which is 0.71 categorized as high improvement means that students in experiment group can make the statements with correct and complete explanations compare with students in control group with the score N-Gain is 0.31 categorized as medium improvement which means learn using Conceptual Change Text not only can improve students' understanding but also can improve students' argumentation skills.
3. From the results of data correlation between students' understanding and students' argumentation skill shows that there is positive relationship on experiment group is 0.430 which is categorized as medium, while the value of

correlation on students' understanding and students' argumentation skill in control group is -0.043 which is the relationship is negative.

5.2 Suggestion

From the analysis result of the research, the suggestions given are:

1. In making the instruments, one of the instruments should really be made well is Conceptual Change Text. The design in making Conceptual Change Text also should be made colorful for secondary students. To make the implementation of Conceptual Change Text strategy more efficient in the process of learning, the time allocation should be determined properly, so that students can finish read the learning materials optimally.
2. For the written argumentation test, it is better for students to work by group, so students can exchange their opinions. And at the end of the learning, each group gives an answer of their arguments, and the other students respond. Give time allocation for students to make it the discussion time run well.
3. In addition, Conceptual Change Text should be enriched with other methods, such as demonstration, laboratory activities or analogies. For the future research, it is better to carried out in other areas of science, such as in chemistry and biology to improve teaching strategies.